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ABSTRACT

The Southeast Asian Ministers of Education Organization (SEAMEO) maintains a Regional Center for Educational Innovation and Technology (INNOTECH). INNOTECH's major responsibility is to assist member nations by determining common educational problems and solutions thereto, by offering training to key personnel, and by providing a clearinghouse for information exchange. Although the project which is reported on here is titled Project Clear to indicate its clearinghouse function, it is the result of a training exercise conducted to acquaint various educators with first-hand knowledge of a variety of planning and development projects in the region. Sixteen projects from six countries--Indonesia, Malaysia, Philippines, Singapore, Thailand, and Vietnam--are reported. The purpose of each project is listed, along with an indication of its current status, a full description of its details, and mention of points of interest to other innovators. Topics of the projects cover a wide range, including test development, skill development centers, primary school math and science, educational television, technical education, family planning, and the establishment of a national junior college. (Author/PB)

ED 081217

INNOTECH/PC-1/7



REGIONAL CENTER
FOR EDUCATIONAL
INNOVATION AND TECHNOLOGY

SELECTED EDUCATIONAL PROJECTS IN SEAMEO COUNTRIES



AUGUST 1972

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INNOTECH/PC-1/7

PROJECT CLEAR:

SELECTED EDUCATIONAL PROJECTS
IN SEAMEO COUNTRIES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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August, 1972

FOREWORD

The SEAMEO Regional Center for Educational Innovation and Technology (INNOTECH) has been assigned three principle responsibilities in assisting the eight member nations of SEAMEO in their attempt to improve education within the region:

1. Determine common priority educational problems and attempt to develop prototype solutions suitable for tryout and development by the member countries.
2. Provide training to increase the capability of key personnel within the region to assist in the solution of the educational problems of their home countries.
3. Provide an information exchange or clearing house among member nations so that all can benefit from the knowledge of others' efforts to improve their educational systems.

Although the present report is titled Project CLEAR to indicate its clearing house function, it results from a training exercise which was conducted to provide our programme participants with first-hand knowledge of a variety of planning and development projects within the region. Participants and INNOTECH staff* traveled to member countries and visited selected educational projects, observing their operation and interviewing project staffs.

The 16 project summaries herein were prepared by participants and staff, and were reviewed by the country director of each project. Slight editorial changes have subsequently been made, primarily to insure consistency of reporting among projects.

A number of other projects were visited which are not reported here because the information gathered is as yet incomplete. However, it is hoped that some of these will appear in our subsequent publications.

* See list below

One desired outcome of this publication is to elicit enough interest on this part of the reader so that he may wish to obtain additional information by writing to the project directors concerned.

I am extremely grateful to all those who participated in this work and to the directors and staff of the various projects who so generously gave of their time to assist INNOTECH in its first efforts to provide an exchange of information among SEAMEO member countries. INNOTECH will welcome all comments and suggestions as to how to make this kind of publication more profitable to all concerned.

It goes without saying that, although the 16 project summaries have been reviewed by the project directors concerned, any shortcomings in the present publication should be attributed to INNOTECH alone.

Ly Chanh Duc
INNOTECH Director
August 1972.

PROGRAMME PARTICIPANTS

1. Mr. Chairat Suntharow (Thailand)
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INDONESIA

EDUCATIONAL AND PSYCHOLOGICAL
Test Development Program
IKIP MALANG

I. PURPOSE

To advance and promote the quantity and quality of educational measurement, evaluation and storage of test materials and results for schools.

II. STATUS

The program was initiated in April of 1969. A large number of schools are participating in the local district with very satisfying results. It is used by teachers for self-evaluation and for student guidance.

III. DESCRIPTION

A. Material

This project provides a "test item bank" as a preliminary program for developing more educational test centers. The program hopes to provide:

1. Reliable and valid test materials and evaluation services in order to maintain and improve the standard of education in Indonesia.
2. Assistance to schools in guiding students into secondary terminal; vocational programs or higher education.
3. A good evaluation of instructional methods in classroom learning.
4. A reduction in cost and time in the preparation of test items.

B. Research

1. Research is being carried out to provide: Means of evaluating student test results for the use of college teachers and teachers of secondary terminal programs.
2. Standardized test items.

C. Filing

1. The test items are filed under their respective subjects.
2. The test results are also filed.

D. Service

1. The Center renders consultant services to teachers in the construction and content of their own tests.
2. The Center also provides self-inventory items for a teacher's self-evaluation.

E. Adaptation of foreign test material

The Center has already revised and adapted foreign-made tests to suit the country and/or region. The test items have been prepared in such a way that they are suited to the needs and educational standards of local students.

F. Analysis of test results

The Center collects, corrects, tallies and analyzes test results. These results are then forwarded to the participating schools.

G. Staff

Currently there are 8 staff members on the project. The Deputy Rector of the IKIP is the head of the Center. Several research assistants work under him. The researchers only work part-time because the Center receives no definite funds. An effort is being made to upgrade senior staff members by sending them to Princeton (ETS) Seminars on Educational Evaluation.

IV. OF INTEREST TO INNOVATORS

A. Special Features

Probably a by-product of this project will be the setting of norms for the educational standards of the country. Even though the testing program in the various schools in Malang effects only 2% of the population in those schools, excellent results can already be observed in standardizing the levels of education. Test items when available in every region in a country will help teachers in evaluating the results of their teaching and minimize each teacher's preparation for evaluation.

B. Future Application

This project (or similar ones) is applicable to other member countries in the SEAMEO. However, instead of using the standardized tests prepared by foreign authors and based on foreign subject matter, it would probably be more beneficial to the country involved if locally prepared tests based on the actual conditions of the country were used.

C. Problems

1. At present there is a lack of funds to finance the project.
2. There is insufficient qualified personnel to work at the Center.

V. ADDRESS

For further information write to:

Mr. Rosjidan
Deputy Rector
IKIP Malang
Malang, INDONESIA.

SKILL DEVELOPMENT CENTER

MALANG

I. PURPOSE

To provide a balance between mental development and manual skills for secondary students entering college and/or going directly into employment.

II. STATUS

The Skill Development Center (SDC) was organized in October 1970 in Malang, Indonesia and is only in the initial stage. However, school officials plan to have a dual track system in the Center by offering both a vocational and academic program. Under the proposed curriculum which would prepare students for employment, there are provisions so as not to close the door to those who desire college educations later.

III. DESCRIPTION

A. Activities and Products

The SDC provides services in the laboratory and workshop subjects to the academic secondary schools in Malang. These subjects are: chemistry, biology, physics, metal craft, woodwork, and electronics. Other vocational courses also are offered to prepare students for future employment. The program is flexible and with 2½ hour periods students have enough time to complete laboratory experiments and/or vocational workshops.

B. Organization and Support

This project is sponsored by the Indonesian Government.

C. Participants and Staff

There are at this time 1,040 students enrolled. They come primarily from the five government academic secondary schools in Malang. The staff members of SDC are mostly part-time instructors with very few working full-time. In all, there are 89 teachers.

D. Facilities and Budget

The Center is well-equipped with all new equipment and facilities of standard quality. The Indonesian government has provided the equivalent of \$15 million dollars (US).

IV. OF INTEREST TO INNOVATORS

A. Special Features

Instead of spending more on several such schools which may be of sub-standard quality and under-utilized, the Indonesian government decided it is better to concentrate on one well-equipped center serving a number of schools. The SDC concept is applicable to all developing countries.

B. Local Factors

The project does not appear to depend on any unusual local conditions for its success.

C. Problems

1. There is a lack of qualified staff to teach the vocational workshop courses. Some of the present teachers are still at undergraduate levels.
2. The location of the Center is too far from participating schools to be convenient for most students and the road leading to it is still under construction.

V. ADDRESS

For further information write to:

Dr. Pakasi
IKIP Malang
Malang, INDONESIA.

THE OFFICE OF EDUCATIONAL DEVELOPMENT
Badan Pengembangan Pendidikan (B.P.P.)
MINISTRY OF EDUCATION AND CULTURE
DJAKARTA

I. PURPOSE

The purpose of the Office of Educational Development is to assist the Minister of Education and Culture to undertake planning, coordinate research and development of Education and review and evaluate educational development projects. The goal is to improve the quality and efficiency of education and to direct education towards greater relevance for social and economic development.

II. STATUS

The Office of Educational Development was established in 1969, as the Badan Pengembangan Pendidikan (B.P.P.). Headed by a Chairman whose status is parallel to that of the Secretary General and the Director Generals, this office is directly responsible to the Minister. The Office started a five-year plan in 1969, which will be completed in 1974.

III. DESCRIPTION

A. Activities and Products

The action projects and program activities will be carried out by the existing joint educational agencies in the Ministry. The major function of the B.P.P. is to assist the Minister in:

- a) policy planning, and formulating guidelines for the 5-year and annual development plans;
- b) review of development projects;
- c) planning and review of research for planning;
- d) monitoring and evaluation of development projects;
- e) planning and development of information storage and dissemination.

Some of the on-going projects are:

- a) Assessment for Long Range Planning; this project will be completed by June 1972. Until the date of this publication, approximately 120 reports have been produced. These reports constituted one set of the several sets of resources utilized to develop the present policies of the Ministry.
- b) Work together with and assist the "special Committee" for the Development School in program and project planning for curriculum reform and development.
- c) Coordinate experimental development in the areas of integrated educational planning at the provincial level, educational technology, innovations, and alternatives.
- d) Develop educational statistics, and design a statistical information feedback system.

B. Organization and Support

The Office of Educational Development was established by a Presidential Decree, in which the Bureau of Research and Planning, the Institute for Research in Education, and the Textbook Writing Project were reorganized and combined. In addition to management and administrative services, the B.P.P. is organized into seven functional institutes under the Chairmen who is assisted by a senior consulting staff.

The Office of Educational Development is primarily supported by UNESCO, which provides advisors and financial assistance; UNICEF, The Ford Foundation, British Council, and bilateral agencies also provide financial assistance.

C. Facilities and Budget

Current programs of activities are being housed in a compound of approximately 1,050 m². Current budget amounts to approximately 150 million Rupiahs for development, and approximately 80 million Rupiahs for routine expenditures.

IV. OF INTEREST TO INNOVATORS

A. Special Features

This project is considered unique by some because it consolidates research and planning in one office which has an advisory function to the decision maker for the total education system in Indonesia.

B. Problems

The main problem of B.P.P. is lack of qualified fulltime personnel, and ways to diffuse new policies and innovations from the decision makers to rank and file, and to bring about relevant changes in the structure and procedures to facilitate reform.

C. Evaluation Procedures and Results

The B.P.P. is trying to develop systematic ways to evaluate their projects. Many of the projects are in too early a stage; thus results are available only at a later date.

V. ADDRESS

For further information write to:

Dr. Santoso S. Hamidjojo
Chairman
Office of Educational Development
Ministry of Education and Culture
Jalan Menteng Raya 23
Djakarta, INDONESIA.

MALAYSIA

PRIMARY SCIENCE AND MATHS (PROJEK KHAS)

KUALA LUMPUR

I. PURPOSE

To introduce improved methods of teaching science and mathematics in primary schools.

II. STATUS

The projek was started in 1969 and has completed materials for Standards 1, 2, 3, and 4. By 1973 it is scheduled to have completed materials for the whole of the elementary maths and science programs.

III. DESCRIPTION

A. Activities and Products

1. Projek Khas is responsible for writing, publishing, and distributing science and maths teaching guides throughout Malaysia.
2. Projek Khas develops apparatus and teaching aids relevant to the local school situation in Malaysia.
3. Projek Khas trains personnel to work at the various "centres of excellence" now (1972) numbering 132 located throughout the country. They fulfill a consultory role in running in-service courses, visiting schools, showing apparatus, and observing and talking with the teachers. The following are some of the teaching aids Projek Khas has developed, utilizing locally available and inexpensive resources:
 - (i) Simple balances, abaccuses, discs etc.
 - (ii) Mathematics boards e.g., peg boards, fraction boards, etc.
 - (iii) Simple cages for rearing small animals.
 - (iv) Simple devices for utilizing scrap materials e.g.:
 - (a) Cutting of polystyrene foam.
 - (b) Cutting bottles and glass.
 - (c) Making a simple calcium carbide burner.

B. Organization and Support

Asia Foundation provided a total of \$152,226.78 for the purchase of capital equipment, supplies and stationary, reference resources, initial year salaries for secretarial staff and travelling. The Ministry of Education has completely taken over the Projek.

C. Staff

The professional staff, numbering 10 in all, consists of the head, four science writers, four mathematics writers and one artist. All are training college lecturers and selected teachers seconded full-time to Projek Khas for about 3 years until the Projek is over.

The Projek is also supported by a clerk, a stenographer, three typists, a translator and a team of nine workers who help print, collate, staple and despatch the guidesheets to every Primary School in the country.

D. Establishment of Field Training Centres (Centres of Excellence)

In-service Field Training of teachers is carried out at the various centres, now numbering 132, established all over West Malaysia. Each training centre is a specially selected school located in a district surrounded by about 15 to 20 schools, known as cluster schools. Each cluster school sends two teachers to attend in-service courses, held fortnightly at the Centre of Excellence. Each course lasts six Saturdays. The Key Personnel who conduct the course at the district levels are trained in Kuala Lumpur by the Projek Khas Staff. Work has now progressed up to standard IV.

E. Evaluation

Informal evaluations have been carried out by Projek Khas Staff through visits to the Centres of Excellence and the cluster schools. Feedbacks have also been received from the Key Personnel, members of the Inspectorate and the Chief Education Officers.

A more formal form of evaluation is being carried out by sending out evaluation pamphlets in the form of questionnaires to certain teachers selected at random. The data are being processed now.

IV. OF INTEREST TO INNOVATORS

A. Special Features

Projek Khas does not adapt or adopt any foreign materials for local use. It produces its own material using foreign curriculum materials as reference resources only. All ideas for experiments are thoroughly tested at the Centre before including them in teacher - guidesheets.

B. Local Bias

All curricular materials are local in treatment, especially in the biological areas. Importance is given to rearing of small animals and keeping of living plants in the classrooms and observing their behaviour. The guidesheets are prepared only in Malay.

C. Involvement of Preservice Training

The guidesheets are being sent to all the training colleges. Lecturers in Science and Mathematics in the six primary training colleges are periodically invited to the Centre for seminars on the use of these guidesheets.

D. Problems

The greatest problem is concerned with changing the attitudes of teachers who have had the traditional type of training and inadequate educational background in science and mathematics and orientate them to the new methods. There are now signs that the new approaches are being favourably received by these teachers.

V. ADDRESS

For further information write to:

The Director
Science Centre
Ministry of Education
Jalan Damansara
Kuala Lumpur
MALAYSIA

SARAWAK COUNCIL FOR FURTHER EDUCATION

I. PURPOSE

To assist in the development of adult education through Night School Courses of Study in Sarawak.

II. STATUS

The Sarawak Council for Further Education was started in 1957. Over 11 centers in all five Divisional and many District levels have been established in the Sarawak area. Requests for new centers are being met wherever school premises and funds are available.

III. DESCRIPTION

A. Activities and Products

In 1971 the Council enrolled over 5,000 students in its five Divisions. The following types of classes were run by the Council at different centers during 1971:

1. Bahasa Malaysia Classes
2. English Medium Classes at primary and secondary levels
3. Commercial Classes (typing, shorthand, and book-keeping)
4. Chinese Classes at primary and junior middle levels
5. Tamil Classes.

B. Organization and Support

The Sarawak Council For Further Education is a non-profit organization. Policy is determined by an Executive Committee. The organization is financed primarily by the Education Department with a grant of M\$40,000 from the Sarawak Federal Government.

C. Participants and Staff

Participation is open to all interested adults. The Council employs over 100 teachers, an office staff of 4 and 3 center supervisors.

D. Facilities and Budget

The Sarawak Council For Further Education has thus far instituted a building project to expand its facilities. At a premium of M\$23,200 the State Government has allotted 1/2 acre of land on which the Council hopes to build new facilities.

IV. OF INTEREST TO INNOVATORS

The project is an excellent example of meeting the educational needs of the adults and trying to solve them through a system of teaching centers. The interest of many of the people in Sarawak to learn has resulted in the Council's expansion of facilities and enrollment. New courses are being introduced to help the diverse needs of the people.

A. Local Factors

Some aspects that affect the project are the needs of the people for adult or further education. The Council consists of dedicated people who are willing and are interested in adult education.

B. Problems

Because the Council is non-profit it must rely on Government grants and private contributions. Fund raising is an activity of great importance. In this way the rising costs of running the Centers are offset. New centers cannot be started due to lack of funds and school premises.

C. Evaluation Procedures and Results

The results of the project will be evaluated after each center conducts its own self-evaluation.

V. ADDRESS

For further information write to:

Mr. Yeo Cheng Hoe, O.B.E., President
Sarawak Council for Further Education
13, Jalan Tun Hj. Openg
Kuching
SARAWAK.

SCHOOL BROADCASTING SERVICE (SBS)

Kuching, SARAWAK

I. PURPOSE

To raise the standard of education in rural schools of Sarawak by the use of instructional radio programmes.

II. STATUS

The service was first started as a pilot project in 1958 under the British Colonial Government. Early programmes were mainly English lessons. Today, however, a variety of programmes in four languages are broadcast.

III. DESCRIPTION

A. Activities and Products

The School Broadcasting service offers several services to receiving schools.

1. Production: SBS produces and broadcasts instructional radio programmes.
2. Transmission: SBS broadcasts programmes with the help of Radio Malaysia, Sarawak.
3. Publication: SBS publishes a course of study guides to accompany the broadcast programme. It also provides dubbing facilities to Secondary schools which can use the "dubbed" programmes at their own conveniences.
4. Training: For teachers there are a series of programmes to assist them in using the broadcasts.
5. SBS has distributed 1,980 radio sets to school up to 1969.
6. Broadcasts are carried out in four languages: English, Malay, Iban, and Chinese.
7. Courses of study range from music and story-telling to literature, history and animal husbandry.

B. Organization and Support

The School Broadcasting Service is headed by a Group Supervisor who works with 7 producers. Each language section is the responsibility of two producers. Final authority rests in the SBS Advisory Committee which consists of the Senior Education Officer as Chairman, the Group Supervisor, and representatives of the professional staff, headmasters and teachers. The School Broadcasting Service receives its support entirely from the government.

IV. OF INTEREST TO INNOVATORS

The SBS programmes are broadcast by an existing radio station. Radio lessons are of help to teachers of limited education. Seminars are organized to help teachers learn how to use the radio lessons.

A. Local Factors

There is a need for radio programming since the rugged terrain makes communication with outlying areas difficult.

B. Problems

Lack of trained personnel, teachers and supervisors prevent total effectiveness.

C. Evaluation Procedures and Results

At present representatives visit schools to collect feedback of the strengths and weaknesses of the programme.

V. ADDRESS

For further information write to:

Group Supervisor (School Broadcasting)
Education Department
Kuching, East Malaysia.

PHILIPPINES

CENTER FOR EDUCATIONAL TELEVISION (CETV)

Ateneo de Manila University Campus

QUEZON CITY

I. PURPOSE

To develop and implement an instructional television facility and system which will serve public and private schools throughout the Philippines.

II. STATUS

Planning was begun in 1958. A pilot operation phase was started in 1964 and has been completed. 117 schools and over 100,000 students, mostly in the greater Manila area, participated in the project.

Now, a multi-faceted ITV program (high quality instruction for students, pre- and in-service training for teachers and curriculum modernization) is being prepared for integration into the educational system. It will initially reach approximately 2,000 public and private elementary and secondary schools in 30 cities and municipalities throughout the country; and effect over 2,000,000 students.

III. DESCRIPTION

A. Activities and Products

CETV offers seven services to receiving schools:

1. Production: CETV develops instructional television programs and produces them in the form of telecourses on videotape.

The following telecourses have been produced on the elementary and secondary levels: Art, Biology, English Geography, Music, Physics, Filipino, Science, and Social Studies. Telecourses consist of approximately fifty 15 to 25 minute lessons televised twice a week. This telecourse library will be built up at the rate of 8 to 10 telecourses per year.

2. Transmission: CETV broadcasts the telelessons according to a regular schedule for a total of thirty (30) lessons per week.

Three methods of transmission are used:

Closed Circuit system to four schools near CETV.

2500 Megahertz system for especially equipped schools in the Manila area.

Open Broadcast system for schools within 200 kilometers of Manila.

Videotape distribution is planned via commercial TV stations in seven cities throughout the country.

3. Publication: CETV develops and publishes printed lesson materials for classroom teachers and students used in connection with the broadcasts.
4. Training: CETV trains the administrators and teachers of potential receiving schools in the use of the broadcasts and printed materials.
5. Maintenance: CETV provides maintenance for the television receivers used by the receiving schools.
6. Coordination: CETV provides information needed by receiving schools and obtains feedback on the effectiveness of lessons and CETV services.
7. Research: CETV obtains evaluative data on its services through surveys of schools to provide guidelines for improvements and future innovations.

B. Organization and Support

The CETV was originally a project of Ateneo de Manila University and The Ford Foundation but is now an independent non-stock, non-profit foundation financed by contributions from the private sector.

Fiscal policy is determined by a Board of Directors (primarily executives from outside the field of education) and educational-pedagogical policy is determined by an Educational Council made up of senior educators.

A closer liaison with the Department of Education is now being worked out.

C. Participants and Staff

Participation is open to public and private schools in the areas of broadcast coverage. At present there is a full time staff of 52 including administrative, production, technical, and other personnel.

D. Facilities and Budget

CETV occupies a separate building on the campus of Ateneo de Manila University. The land, building, and equipment are valued at US\$331,000. The telecourse library is valued at \$121,600. The average cost to produce a telecourse is about \$10,600. The annual budget of the Center is \$103,400.

IV. OF INTEREST TO INNOVATORS

A. Special Features

CETV is an excellent example of an attempt to apply a systems approach to solving an educational problem. The staff can provide a clear rationale for each step in the development of the ITV (Instructional Television) system.

CETV is presently producing only ITV programs. In practice, this means that the television lessons are the central component of regular credit courses conducted in a formal school setting. CETV provides the supplementary printed materials and trains the teachers to conduct the courses. Plans are to re-write each course at five year intervals to ensure against out-dated material.

CETV does not presently produce programs designed to supplement conventional courses.

A Pre-School Children's Series and other programs for adults are being planned to be used in non-formal out-of-school settings.

B. Local Factors

While all aspects of the project are affected by local conditions, the project does not appear to depend on any unusual local conditions for its success.

C. Problems

Because the CETV is privately financed, fund raising is a major, continuing activity.

D. Evaluation Procedures and Results

From the earliest development stages, feedback has been obtained through student and teacher questionnaires and by observation of classes.

A large-scale, controlled evaluation of student learning is scheduled for 1973-1974, and should offer educators throughout the world a unique opportunity to assess the impact of ITV on the Filipino student.

V. ADDRESS

For further information write to:

Rev. Leo H. Larkin, S.J., Director
The Center for Educational Television, Inc.
P.O. Box 154
Manila, PHILIPPINES.

GREEN REVOLUTION
Department of Education
MANILA

I. PURPOSE

To spread improved agricultural knowledge and skills to the people of the Philippines by the use of "teach-ins".

II. STATUS

Currently being in its trial stages, Green Revolution was officially launched on April 17, 1971 at the Nayong Filipino.

III. DESCRIPTION

A. Activities and Products

"Teach-ins" are to be conducted throughout the Philippines to stress the importance of backyard food production in order to aid families in becoming self-sufficient in food production.

Phase I.

Through the facilities of mass media, such as publication and distribution of "the Green Revolution" manual informational programme will be launched in which coordinators from the participating agencies will work jointly and/or individually.

Phase II.

Representatives for the task of conducting "teach-ins" will be chosen from the participating agencies.

Phase III.

Once families become self-sufficient in their food needs, marketing of food surplus will be done through the aid of various financial institutions.

B. Organization and Support

Those government agencies involved in the movement include:

1. Department of Education
2. Bureau of Animal Industry
3. Bureau of Plant Industry
4. Philippine Fisheries Commission
5. Food and Nutrition Research Center
6. The Presidential Arm on Community Development
7. Agricultural Productivity Commission
8. National Food and Agricultural Council Group.

These various government agencies are indirectly financing the programme out of their respective annual appropriations.

C. Participants and Staff

The project involves the citizenry in general as participants in a move to improve agricultural methods.

There is a staff of approximately 17 persons. The administration of the project is divided into various committees which include:

1. Steering Committee
2. Executive Committee
3. Provincial Committee
4. District Committee
5. School level Work Groups

D. Facilities and Budget

There is no specific allocation in the National Budget for the funding of the Green Revolution.

IV. OF INTEREST TO INNOVATORS

A. Special Features

As the movement is an extension of the Home Garden Movement, students have also been encouraged to participate.

B. Local Factors

The success of the movement rests in the public's response to the idea and their participation.

C. Problems

At this stage, major problems that may be encountered cannot yet be determined.

D. Evaluation Procedures and Results

Green Revolution is gaining popular support from the public.

If the objectives of the Green Revolution can be successfully fulfilled in the Philippines, possibly it can also spark the same movement in other Asian countries.

V. ADDRESS

For further information write to:

Manuel L. Cajigos
Department of Education
Manila, PHILIPPINES.

SINGAPORE

EDUCATIONAL TELEVISION

I. PURPOSE

- * To bring about qualitative improvement in education by supplementing the efforts of teachers with direct teaching and enrichment telelessons.
- * To provide a strong visual stimulus and motivation in the learning and teaching processes.
- * To maximise the use of skilled teachers to benefit the whole school system.
- * To supplement the efforts of teachers by providing a wide variety of instructional materials.
- * To help generate new ideas, techniques, methodology approaches in instruction and innovation through telelessons.

II. STATUS

The Singapore Educational Television Service was established in 1966 as a production centre for ETV programmes. It was organised within the structure of the Ministry of Education and intended entirely for educational purposes. All telelessons are recorded on videotape and handed to Radio Television Singapore of the Ministry of Culture for transmission.

III. DESCRIPTION

A. Activities and Productions

- * The ETV Service offers 388 programmes annually for transmission from 0750 to 1730 during weekdays and from 0800 to 1115 on Saturdays. In addition, 2 adult education programmes are transmitted four evenings each week. Telelessons for schools cover grades 1 to 5, Secondary 1 & 2, Pre-University and Technical III and IV classes.
- * In 1970 it extended the facilities of its instructional materials library, which comprises a wide range of over 5000 items of projectable and non-projectable instructional materials, to schools.

- * To support its production of telelessons, the ETV Service produces a series of charts, transparencies and language tape drills and supplies these materials to schools utilizing telelessons.
- * Training schemes are organised from time to time to supply the needs for personnel with specific skills in instructional technology. The courses fall under 3 categories.
 1. In-service training - intended for ETV personnel.
 2. ETV courses in production, script-writing, presentation and utilization - intended for teachers with special interest and aptitude in etv work.
 3. Ad-hoc courses - e.g. media organisation and administration for principals and school supervisors, etc.
- * Seminars and workshops held when the need arises help teachers solve utilization problems and provide the ETV Service with opportunities for direct feedback on the response of schools to the telelessons.
- * Auditions are held 2 to 3 times a year, in search of new talents to present ETV programmes.
- * In addition to a quarterly journal 'ETV Singapore', every lesson produced by the ETV Service is accompanied by notes for teachers. These notes provide detailed information on the programmes and offer suggestions for introducing each telelesson and its follow-up.
- * Evaluation is made on a weekly basis of every programme transmitted to schools.

B. Organisation and Support

The policy of the ETV Service is formulated by the ETV Advisory Committee. On the advice of this committee, Subject Committees are formed.

As a unit of the Ministry of Education, the efforts of the ETV Service enjoy the support of all other divisions of the Ministry. In addition the ETV Service invites a number of consultants who may be professionals in the commercial sector, or specialists from other Government departments and institutions to assist in programme designing.

The Specialist Inspector for AV and ETV assists the ETV Service in utilization of telelessons.

C. Participants and Staff

The ETV programmes reach 350,000 students in schools and a limited number of members of the public. Staffing divisions comprise the following sections: administration, production, engineering, graphics, photographic, carpentry and library. Script-writers and presenters generally come from the pool of teachers from schools.

D. Facilities and Budget

The ETV Service is housed within the Teachers' Training College Campus. It has 2 studios fully equipped to produce programmes independently. More than 80% of the film inserts used are produced by the ETV Service and nearly 100% graphic visuals are locally designed by the graphics section. The ETV Service is wholly financed by the Government.

IV. OF INTEREST TO INNOVATORS

A. Special Features

Singapore is the first country in Southeast Asia to utilize etv on a nation wide basis, completely sponsored by the Government.

The multi-media approach of the ETV Service is one of the contributing factors towards successful utilization.

B. Local Factors

- * unified curriculum
- * close liaison with all divisions of the Ministry of Education
- * multi-lingual audience
- * availability of trained personnel

- * good communication between teachers and the ETV Service
- * good support from educational administrators.

C. Problems

- * inherent problems of the media
- * greater integration with school schedule desirable
- * utilization - (to some extent)
- * development of new approaches.

D. Evaluation Procedures and Results

Evaluation is carried out with the assistance of the Data Processing Centre of the Ministry of Finance, the Economic Research Centre of the University of Singapore and the Research Division of the Ministry of Education. The results are published in 'ETV Singapore' quarterly.

V. ADDRESS

For further information write to:

Mr. Peter Seow
Head, ETV Service
First Floor, Library Building
Teachers Training College Campus
Paterson Road
Singapore 9.

HOTEL AND CATERING TRAINING SCHOOL

I. PURPOSE

To provide three types of training for the hotel and catering industry:

1. Induction or basic training
2. Middle technical supervisory training
3. Upper technical and Department Management training

II. STATUS

The Hotel and Catering Training School in Singapore was first formed in June 1967 under the Ministry of Labour. In January 1971, it was transferred to the Technical Education Department of the Ministry of Education.

III. DESCRIPTION

A. Activities and Products

The first course of training in the new school at Nassim Hill was started in September 1971. At present, there are courses of training covering the following four subjects:

1. Food preparation
2. Food and Beverage Services
3. Accommodation Services (Housekeeping)
4. Accommodation Administration (Front Office)

All students attend classes in the school and work in the training hotel adjacent to it (Hotel Premier) until they finish the courses which they are attending. These courses last from 3 to 12 months, depending on the type of courses and the level of training:

e.g. Basic Food and Beverage Service Course	- 3 months
Basic Housekeeping Course	- 9 weeks
Middle Technical Food and Beverage Services Course	- 6 weeks
Middle Technical Housekeeping Course	- 6 weeks

B. Organization and Support

The school is run by the Technical Education Department of the Ministry of Education. The Board itself is an independent body which is under the supervision of the Ministry of Education. The Government has the authority to establish procedures for making decisions, making policies and controlling the school administration. The Board members are selected and appointed by the Ministry of Education from Government representatives.

C. Participants and Staff

The Hotel School has a Principal, an Executive Officer, 2 Clerical assistants and 1 typist. There are at present 13 craft teachers, 1 project manager and 7 experts in receptionist training, food service and kitchen training. Students from any level of education can apply for the basic courses paying nominal tuition fees. For middle and upper level courses there are certain educational and experience criteria to be satisfied.

D. Facilities and Budget

The new premises for the center were opened in September 1971. One part of the new building is run as a hotel, the Hotel Premier, on a commercial basis administratively, the other part as a government financed training center.

IV. OF INTEREST TO INNOVATORS

A. Local Factors

While all aspects of the project are affected by local conditions, the project does not appear to depend on any unusual local conditions for its success. At the moment, there is a surplus of hotel accommodations in Singapore.

B. Problems

Since the school has only been in operation for a short time, it is difficult to speak of any problems that might influence the success or failure of the school.

C. Evaluation Procedures and Results

It is difficult to evaluate the success of the school since it was only opened in September 1971. Information on any attempts that are being made to evaluate the success of the project is not available.

V. ADDRESS

For further information write to:

Principal
Hotel Premier
Nassim Hill
Singapore 9.

NATIONAL JUNIOR COLLEGE

I. PURPOSE

To provide more places for pre-university education in Singapore and to orientate the students to the university system of instruction.

II. STATUS

The National Junior College was started in 1969. After passing the school certificate examination at the end of the tenth year, a student who has reached a certain standard will be able to continue his studies in the pre-university class for two years. This experience should prepare him for the new ways of life in the university. This institution will also help to make use of the human resources available in the country and to get as many students as possible together at the same level. The College is now one of the leading schools in terms of academic standards.

III. DESCRIPTION

A. Activities and Products

The National Junior College has its own building with facilities similar to the University of Singapore. Every student is selected from the applicants holding the secondary schools certificate in the country and assessed and interviewed before admitted. The staff is some of the best the country can provide; all very well qualified. The students are orientated to the University system with the absence of classroom instructions.

B. Organization and Support

The principal is in charge of actually making the College run and is directly responsible to the Ministry of Education. He also makes major program decisions but major policies are established by the Ministry of Education. There are six heads of departments under the principal. The departments consist of the Arts Department, Chinese Department, English Department, Science Department, Mathematics Department, and Extra Curricular Department.

C. Participants and Staff

This year there are 1,000 students enrolled in the National Junior College.

D. Facilities and Budget

The College is solely financed by the Government. The estimated budget is US\$283,000, most of which is spent as staff salary. The cost per student per year is about US\$283, but each student is required to pay an annual fee of US\$24.

IV. OF INTEREST TO INNOVATORS

A. Special Features

It is the policy of the government to create more Junior Colleges in Singapore and the plan includes that all pre-University education be carried out in Junior Colleges. The Government is encouraging private education agencies to establish their own Junior Colleges.

B. Local Factors

Singapore is not a large country. Communication is good and no hostels are necessary although hostels would be beneficial.

C. Problems

At the moment, there is a shortage of qualified personnel and an excess of about three hundred students. The ideal number of enrolled students would be seven hundred. The principal needs a vice-principal to assist him in his duties. A student counsellor would be a helpful contribution also.

D. Evaluation Procedures and Results

Doubts have been removed about the College when excellent results were produced in the Higher School Certificate Examination in 1970. The Government is quite satisfied with the results.

V. ADDRESS

For further information write to:

Principal
National Junior College
Linden Drive
Singapore 11.

SINGAPORE FAMILY PLANNING AND POPULATION BOARD

I. PURPOSE

To make the public aware of the need for family planning in Singapore and of methods used for birth control.

II. STATUS

The Singapore Family Planning and Population Board was set up in 1965 by an Act of Parliament to undertake full responsibility for family planning in Singapore. The press, radio, and television are used to reach the public and inform them of the "why" and "how" of family planning. Another five-year plan for the years 1971 - 1975 has begun.

III. DESCRIPTION

A. Activities and Products

Family Planning Services are provided for the public in 42 Maternal and Child Health Clinics and 8 Family Planning and Population Board Clinics.

A training programme has been instituted for midwives involved in family planning work. A part-time course of two lectures per week for 6 weeks is run about 4 times a year to train the staff particularly in motivational methods.

Press, radio, television, exhibitions, public lectures, and forums are used to reach as many people as possible.

Newly-married couples are reached through the Registry of Marriages, post-partum cases through maternity hospitals and Maternal and Child Health Clinics. Young workers are reached through a mobile team that can reach large numbers of workers quickly at industrial organizations.

B. Organization and Support

Family Planning activities were originally started in 1949 by a voluntary agency, the Singapore Family Planning Association. In 1965, an Act of Parliament established the Singapore Family Planning and Population Board which had the responsibility of setting up a five-year programme lasting from 1966-1970. Now, another five year programme (1971-1975) is underway. The plan includes continuing and expanding existing services as well as making efforts to reach older women who have not accepted family planning. In making decisions the board has full authority but is responsible to the Minister for Health.

C. Participants and Staff

The Board reaches most mothers between the ages of 15 and 45 to become involved in family planning and population control. There are several committees and a full time staff. The committees are: the Executive Committee, the Medical Committee, the Publicity and Health Education Committee and the Evaluation Working Group.

The full time staff members are comprised of administrative, medical, statistical and supporting personnel.

The Board works closely with the staff of Maternity Hospitals and Maternal and Child Health Clinics, as well as with personnel in the Health Education & Training Branch of the Ministry of Health. Close contact is also maintained with the Ministry of Culture for publicity.

D. Facilities and Budget

The facilities are housed in a building which contains offices and a cytology clinic. The Board has been given a yearly grant of \$200,000 since 1966, but grants for 1973 and onwards have not been decided. Funds have been made available through the Ford Foundation, the International Planned Parenthood Federation, the United Nations Fund for Population Activities and other sources such as money from the sale of contraceptive devices. Funds are used for personal emoluments, capital expenditure, and for financing the various activities of the Board.

IV. OF INTEREST TO INNOVATORS

A. Special Features

The sound infrastructure of Maternal and Child Health Clinics, the compact size of Singapore which makes contact reasonably easy, the high literacy rate which allows for effective use of mass media, and the comparative youthfulness of the target group and their willingness to accept change have contributed to the success of the Board.

B. Local Factors

Abortions are legal in Singapore. The Abortion and Voluntary Sterilization Acts were passed in 1970.

Other local factors are included in Special Features above.

C. Problems

There are no provisions for personnel career development and because of the nature of the various categories of personnel, it is not possible for them to progress from one level to the next.

There are no additional incentives and attractions to personnel besides those intrinsic in each of the jobs.

It is a problem motivating older women to accept family planning.

D. Evaluation Procedures and Results

The aim of the first five-year plan was to reach about 60% of all women in Singapore. The Board actually reached 62% of all eligible women.

Evaluation is carried out by staff members at all levels. Data for every applicant using any of the Board's services is entered on a personal card which is microfilmed. The data is punched onto data cards and analysed. This processed data is used to compose statistical returns each month.

V. ADDRESS

For further information write to:

Administrative and Finance Officer
National Family Planning Center
26 Dunearn Road
Singapore 11, REPUBLIC OF SINGAPORE.

TECHNICAL EDUCATION DEPARTMENT
MINISTRY OF EDUCATION

I. PURPOSE

- (a) To accelerate the development of technical education and industrial training.
- (b) To provide training opportunities to meet the immediate and growing demand for semi-skilled and skilled manpower to feed the new and emerging industries.

II. STATUS

The Technical Education Department was established in June 1968 as a separate entity within the Ministry of Education. The direction of policy and development is vested in the National Industrial Training Council which comprises the Minister for Education as Chairman and the Minister for Finance, Minister for Labour and the Minister of State for Education as members. The Director of Technical Education is the Accounting Officer of the Department and reports directly to the Minister of State and the Minister for Education.

III. DESCRIPTION

The main structure of the Department remained as it was in 1968. The Department is divided into 2 divisions, Professional and Administrative.

The Professional Division has 4 sections, one catering for staffing (teachers and instructors only), teacher-training and vocational guidance, another for technical education within the school system, the third for full-time industrial training in institutions and the fourth for apprenticeship, in-plant training, trade testing and part-time industrial training.

The Administrative Division had an establishment of 82 posts in 1971.

In 1971, the Technical Education Department administered 43 training establishments as follows:

Schools	16 (bilateral & technical)
Centralised Workshops	15

Industrial Training Institutions	10
Technical Department (Teachers' Training College)	1
Hotel & Catering Training School	1

Since 1968, the following activities were undertaken by the Department:

1. In 1970, workshop practice was given for the first time to 75% of Secondary I pupils. This system was extended to Secondary II pupils in 1971.
 2. All vocational schools were abolished. Three of them were converted into vocational institutes while the other three were handed over to the Adult Education Board for the conduct of pre-vocational classes for those who failed to gain admission to secondary schools after completing their primary education.
 3. Enrolment at Technical 3 and 4 levels increased from 3,770 in 1968 to 13,856 in 1972 and is expected to reach 16,000 by 1974.
 4. Technical subjects at pre-university level were introduced in 1968.
 5. The Singapore Technical Institute which provides Industrial Technician courses and 4 new vocational institutes were established. Output of trainees from the vocational institutes was increased from 520 in 1968 to 6,000 in 1971 and is expected to reach 10,000 by 1973.
 6. The industrial training system was re-organised to produce employable semi-skilled and skilled workers within the shortest period of time required.
- A. Organization and Support

This Department comes under the Ministry of Education and is therefore financed by the Singapore Government. The Department also receives a certain amount of technical assistance in the way of training awards, expert services and equipment from international agencies such as the Colombo Plan and the Specialist agencies of the United Nations.

B. Participants and Staff

All male pupils and 50% of female pupils are given instruction in technical subjects, including workshop practice, in the first two years of their secondary education. The number of trained teaching staff engaged in this project was 425 in 1968, 798 in 1969 and in 1970 this number increased to 1,386. For 1971 and 1972, the increase in technical teacher personnel is projected to be 1,817 and 1,950 respectively.

C. Facilities and Budget

The facilities which include machinery, equipment, buildings etc. are provided by the Singapore Government.

The operating budget approved by the Singapore Government for this Department for the financial year 1 April 1971 to 31 March 1972 totalled S\$31,560,300. This excludes an additional S\$18,199,020 for development projects.

IV. OF INTEREST TO INNOVATORS

A. Special Features

There were two special units in the department, the Research Unit and the Guidance and Placement Unit. The former has been merged with the Research Unit of the General Education Department set up in June 1969.

The Research Unit conducted four studies which have implications for manpower training through technical education.

The functions of the Guidance and Placement Unit are:

1. To provide vocational and educational counselling for students from all schools and institutions.
2. To provide information on job opportunities in industries and to supply workers fresh from school for pre-operative training and for employment in industries and also to assist to place Vocational Institute graduates in employment with the various industries.

3. To provide social work service for all schools and institutions.
4. To administer annually, on a national scale, the aptitude test battery for students at the end of Secondary 2 (that is the second year of secondary school) for purposes of channelling students to the technical stream at Secondary 3 level and to assist in the allocation of places in the various technical schools.
5. To train career masters/mistresses for schools and to conduct from time to time seminars on guidance services.

B. Local Factors

All local conditions for this project seem good:

1. Administration is centralized and parity of treatment is observed for all institutions of the same type.
2. People are able to accept change and adopt it when their livelihood is affected.
3. Facilities, machinery, equipment, buildings, etc. are provided by the Government.

C. Problems

The critical factor is the shortage of highly skilled teachers. At present there are sufficient technical/craft teachers on the establishment. The department endeavours to provide various upgrading courses for its qualified technical/craft teachers and also to provide in-plant experience for the teachers who are lacking in industrial experience. The department will continue to train technical/craft teachers to offset the inevitable turn-over of staff.

V. ADDRESS

For further information write to:

The Technical Education Department
Ministry of Education
Kay Siang Road
Singapore 10
Republic of Singapore.

THAILAND

AUTOMATIC PROMOTION SYSTEM

Elementary School

BANGKOK

I. PURPOSE

The purpose of this project is to reduce wastage of potential manpower by retaining elementary school pupils in school longer in order to train them for more gainful and diverse employment.

II. STATUS

The project started in 1964 under the authorization of the Ministry of Education. The project was applied to a group of selected schools for evaluation of results before general application to the school system.

From 1964 to 1970 the automatic promotion system was expanded from 4 schools to 162 schools located in various provinces of Thailand.

III. DESCRIPTION

A. Activities and Products

This project launched the automatic promotion system in grades 1, 3, 5 and 6 of the elementary schools and eliminated the annual final examination system. A control group established in grades 2, 4 and 7 maintained the annual final examination as a part of the school testing program. In order to continue adequate scholastic achievement with the elimination of the final examinations, periodically diagnostic and achievement tests were employed at least twice a year. Other controls established for the experimental group are as follows:

1. Eighty percentage of school attendance for each student is required.
2. The schools in the project area must meet the elementary-school evaluative criteria established by the Ministry of Education.

3. Close and effective supervision must be maintained.
4. The number of students in grades 1- 4 must be limited to 35-40 per teacher. The number in grades 5-7 are limited to 25-30 per teacher.
5. The students in grades 1, 3, 5 and 6 must be tested at least 3 times a year. The examination record will be used for the improvement of the teaching-and-learning situation and for individual remedial programs.
6. The teachers in the project must be qualified and experienced.
7. School equipment, building, teaching-and-learning supplies must be sufficient.
8. Shortage of textbooks and other learning materials must be remedied.

B. Participants and Staff

The project is the responsibility of the Elementary School Supervisors in the Department of Elementary and Adult Education of the Ministry of Education. These supervisors in turn work with the provincial supervisory units and principals and teachers of participating schools.

IV. OF INTEREST TO INNOVATORS

A. Special Features

The project is an experiment in bringing about a reduction in the wastage of Thailand's future manpower by retention of higher percentage of elementary school students in schools at least through the seventh grade level.

B. Problem

The major problems confronted are:

- (a) Provision of adequate in-service training programs for teachers because of inadequate numbers of supervisory personnel;

(b) Costs to conduct these programs;

(c) Shortage of teachers.

C. Evaluation Procedures and Results

Thus far, teachers have responded enthusiastically by remaining in the respective schools after duty-hours. The repetition of students at the various grade levels have been reduced without lowering the achievement standards. Student attendance percentages have increased over a four-year period (1964-1969) and an increased percentage has been recorded in students passing the final examinations.

V. ADDRESS

For further information write to:

Dr. Ekavidya Nathalang
Elementary Education Supervision
Department of Elementary and Adult Education
Ministry of Education
Bangkok, THAILAND.

COMPREHENSIVE SCHOOL DEVELOPMENT PROJECT

Department of Secondary Education

Ministry of Education

BANGKOK

I. PURPOSE

To improve the quality of secondary school instruction through improved physical facilities, as well as by reorganizing the curriculum and school program diversification. The program was designed to meet the man-power needs of the country as well as the personal needs of the students by providing an education suitable for each person's capabilities.

II. STATUS

The first permanent comprehensive school was established in 1960, followed by the establishment of a second school in 1963. There are now 20 schools participating in the program, which is carried on throughout Thailand. In addition, there are six "associated comprehensive schools".

III. DESCRIPTION

The schools were selected on a criteria of 8 points, including such things as room for expansion, school enrollment, local economics and local population.

The curriculum is divided into two parts, junior and senior secondary programs.

A. Activities and Products

The junior secondary program lasts three years. The first year the student is allowed to explore his interests and capabilities. For the following two years, students will be guided in the selection of courses suitable for them. After graduating from the junior secondary school the student can either continue in the senior secondary, enter a vocational school, attend a teacher college or terminate his education.

The senior secondary program lasts two years. Here the students can specialize in purely academic subjects or a combination of vocational and academic subjects in preparation for higher studies.

This program provides a general education appropriate to the socio-economic conditions of the country and it also provides opportunities for students to explore their abilities; to gain sufficient knowledge and to inculcate values of the Thai Culture. It promotes the development of physical and mental health, as well as originality in thinking and doing.

B. Organization and Support

This program is headed by the Secondary Education Department of the Ministry of Education, which operates over 500 schools including 20 project schools which are comprehensive. It is financed by the national budget, outside loans such as Canadian Government loan, U.S. Government grant aid and the Thai National Bank loan.

C. Participants and Staff

There are 10 professionals on the project office staff. These include a director, supervisors, and teachers. In addition there are 30 technical personnel dealing with designing of the school plants, equipment, warehousing, installation and maintenance.

There are 1,054 teachers and 24,080 students in the 20 schools throughout Thailand.

D. Facilities and Budget

The government allowed 309,880,000 baht to establish this project. There are outside loans totalling 211,350,000 baht. The operating cost for this project averages at about 30,000,000 baht per year.

IV. OF INTEREST TO INNOVATORS

A. Local Factors

The project does not appear to depend upon special local conditions for its success.

B. Problems

There are several problems which may come up in the future. There may be the need for curriculum revision and the introduction of new courses. A text book shortage is expected. There is the question of being able to expand the present schools as well as build additional schools. Money is a major problem and the system presently depends on some outside loans.

C. Future Development

Even though a complete assessment has yet to be conducted (only six schools have turned out fifth year graduates, the opening of schools being staggered), the Secondary Education Department is now simplifying the curriculum and the facilities to the level that will be applicable to schools of all sizes and the financial capability of the country. It will be the second modest step in introducing diversified types of schools in Thailand.

V. ADDRESS

For further information write to:

Dr. Ruang Chareonchai
Director of Comprehensive School Project
Secondary Education Department
Ministry of Education
Bangkok, THAILAND.

VIETNAM

THU DUC DEMONSTRATION SCHOOL

Thu Duc University Center

SAIGON

I. PURPOSE

1. To serve as a center for experimentation and research in aspects of education, including, but not restricted to, curriculum, methods of teaching, evaluation techniques, administrative organization.
2. To serve as a school for use by students of the Faculty of Pedagogy for observation and practice teaching purposes.
3. To serve, with the cooperation of all educators and by dint of experimentation and research, as a pattern for future Vietnamese secondary schools.

II. STATUS

The Thu Duc School Project was approved by the Ministry of Education on June 12, 1965. The cost of construction of the Faculty of Pedagogy and the Thu Duc Demonstration School attached to it amounted to fifty-three million VN piasters (VN\$53,000,000).

The Thu Duc School was opened in 1965, starting with two-hundred and forty pupils enrolled in Grades 6 and 7. This year (1972) there are one thousand (1000) pupils enrolled in all classes from grade 6 to grade 12.

By the end of 1966, following several meetings between the Ministry of Education, the United Agency for International Development (Education Division), and the Ohio University Contract Team, the Ministry of Education agreed to select eleven existing secondary schools to be transformed into "Comprehensive Schools" based on the pattern developed by the Thu Duc School Project.

Encouraged by the success of this program, as shown particularly at the Thu Duc Demonstration School, the Ministry of Education (1970) has planned to set up a committee which is entrusted with the task of studying the possibility of transforming 100 traditional schools into Comprehensive Schools.

III. DESCRIPTION

The Thu Duc Demonstration School was first referred to as a "Pilot Comprehensive High School" by the Ministry of Education in the 1966 Report presented to the Thirty-Ninth International Conference on Public Education (Geneva, July, 1966).

The term "Comprehensive High School" is rather misleading, because the Thu Duc School differs largely from the American or British Comprehensive Schools. Pupils are admitted into Grade 6 on the basis of a competitive examination which consists of a series of objective tests. Like other traditional secondary schools in Viet-Nam, the Thu Duc School comprises two cycles. The first cycle consists of a four-year course aimed at giving the pupils a general education and at exploring their abilities. Specialization begins only at the second cycle which covers a period of three years to end with the Thu Duc High School Diplomas in such branches as Literature and Languages, Mathematics and Sciences, Experimental Sciences, Industrial Arts, Business Education, and Agriculture. The Thu Duc High School Diplomas are officially recognized by the Ministry of Education and by all educational institutions as equivalent to the Baccalaureate, Part II, in every respect.*

The teaching staff consists of forty-nine teachers, all Vietnamese. Eight staff members have graduated from foreign universities in the various fields of specialization.

IV. OF INTEREST TO INNOVATORS

A. Special Features

1. It is to be noted that the Thu Duc Demonstration School is the first one in Viet-Nam whose curriculum is planned by the school staff and the Faculty of Pedagogy to which it is attached. All other schools throughout Viet-Nam have to follow the uniform curriculum prescribed by the Ministry of Education. The curriculum of the Thu Duc School is not only restricted to the selection and content of courses, but it also includes all activities of the school through which the child can fully develop physically, morally and mentally in accordance with the main objectives of Viet-Nam education.

* The Baccalaureate (Part II) is the degree awarded by the Ministry of Education upon successful completion of a national examination at the end of grade 12.

It places emphasis on the following:

- a. A program of guidance and counseling, testing and measurements.

An adequate program of educational and vocational guidance is considered as a fundamental part of a comprehensive school unit. The rationale for this concept tends to follow item (d) page (4) of the UNESCO Recommendation no. 56.

- b. A practical arts program.

This includes the academic areas of Home Economics, Industrial Arts, Business Education, and Agriculture.

- c. A student Activity Program.

This program should provide for the fostering and development of a sense of responsibility and cooperation, as well as the enrichment of other subject matters.

As far as the courses of studies are concerned, the Faculty of Pedagogy and the staff of the Thu Duc School are making joint efforts in studying and experimenting with necessary modifications so that, after graduating from the Demonstration School, students will be fully prepared for jobs and/or for university education in the country and abroad.

2. Another aspect which is also worth mentioning is the important role the Parents Teachers Association has been playing since 1965 in the resolution of many acute administrative problems related to the school. The assistance of the PTA in dealing with the bus transportation problem (recruiting drivers, maintenance and repair of buses, arranging bus schedules), for example, has been one of the key factors in the successful implementation of the Thu Duc School Project for the past seven years.

B. Local Factors and Problems

Being aware that the implementation of such a project without adequate knowledge of its potential effectiveness in the Vietnamese school setting would be an adventurous endeavour, the Faculty of Pedagogy and the Thu Duc School are going through an experimental stage which would require several years of research, diffusion, and experimentation before any expansion of the program could be envisaged. Educational change is slow and much patience is needed in initiating innovations in Viet-Nam where traditions are strong, and poverty and war have always been obstacles to educational change. The force of traditions is strengthened by the vested interests of all those employed in the school system, most of whom have good reasons to resist to change, in the light of which their training and methods would seem less desirable. Added to this are:

- the cautiousness of Vietnamese educators against anything "imported" or "transplanted" from foreign countries,
- entrenched elitism inherited from colonialist educational policy,
- the current educational practices,
- the teacher training program,
- the university entrance requirements,
- the traditional examination system, which has been a great challenge to any attempt at educational reforms and to the idea of educational equality so necessary for educational modernization.

C. Evaluation Procedures

Plans are now under way to undertake two important tasks: the first is to train teachers in the techniques of research and evaluation. Graduate courses were opened at the Faculty of Pedagogy in the Fall of 1970 to train research workers in the fields of experimental research, statistics, testing and measurements. The second task is to develop a comprehensive evaluation program which requires the following sequence of steps: the formulation and clarification of objectives, construction of needed instruments for getting evidence, developing hypotheses regarding the causes of strengths and weaknesses of the new curriculum.

Although evaluation has been a continuous process during the past seven years, it is expected that a much more comprehensive evaluation program will be started this year (1972), as the first group of pupils (1965-1972) has just completed their seven-year course at the Thu Duc School and will enter the universities this Fall.

Such an evaluation program would encounter serious difficulties: the lack of qualified experts in the field of curriculum evaluation, and the difficulty of transmitting vast general objectives into more comprehensive specific outcomes so that they provide a useful framework for appraising the quality of educational experiences.

V. ADDRESS

For further information write to:

Mr. Duong Van Hoa
Principal
Thu-Duc Demonstration School
Saigon, SOUTH VIETNAM.